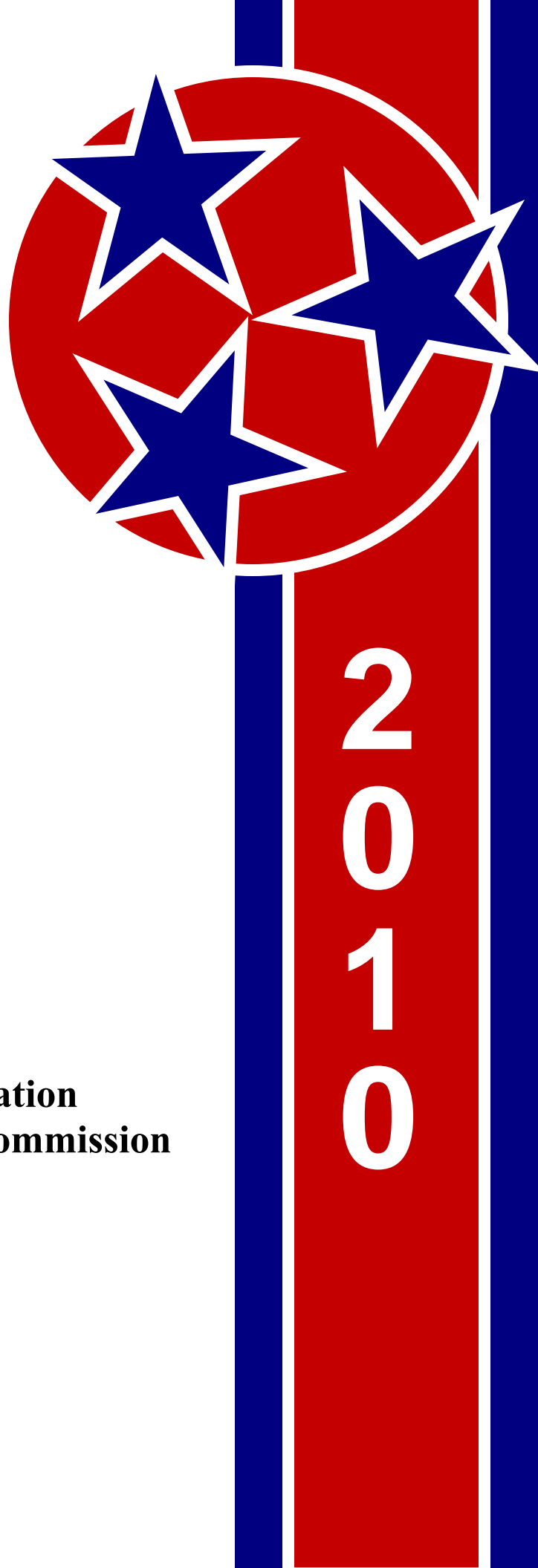


Annual Joint Report
on
Pre-Kindergarten
through Higher
Education
in Tennessee

**Tennessee State Board of Education
Tennessee Higher Education Commission**



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Joint Report on Pre-Kindergarten through Higher Education in Tennessee February 2010 Report

The Annual Joint Report on Pre-Kindergarten through Higher Education in Tennessee complies with the requirements established in T.C.A. §49-1-302(a)(10). The act directs the State Board of Education and the Tennessee Higher Education Commission to provide a report to the Governor and General Assembly, all public schools, and institutions of higher learning and their respective boards. This report is to include, but not to be limited to, a discussion of the following four areas:

- The extent of duplication in elementary- secondary and postsecondary education;
- The extent of compatibility in high school graduation requirements and admission requirements of postsecondary institutions;
- The extent to which respective master plans of the board and the higher education commission are being fulfilled; and
- The extent to which state needs in public education are being met as determined by such board and commission.

The *Joint Report 2010* marks the beginning of a new era in Tennessee education. As reform efforts at the elementary- secondary and postsecondary level have taken place during the first decade of the twenty-first century, the second decade will be marked by increased accountability. New evaluation methods and data reporting are being established as described in the report narrative. Subsequent *Joint Reports* will include the updated evaluation measures to more accurately measure the state's progress in education reform.

The extent of duplication in elementary- secondary and postsecondary education:

Both the Board and the Commission have developed master plans^{1,2} to guide policy development and resource allocation in public education. The plans, while comprehensive, have sharpened the focus of standards requiring progressive student achievement from pre-kindergarten through higher education and have minimized duplication. The elementary- secondary curriculum standards have been rewritten to meet Achieve's American Diploma Project learning outcomes and to address the ACT Benchmarks for Success (Mathematics 22; English 19; Science 24; Reading 21). In addition, the Board and Commission have adopted the College- and Career-Ready Policy Institute's (CCRPI) benchmarks. As a participant in the CCRPI, Tennessee is one of eight states funded by the Gates Foundation, Achieve, and Education Trust to develop a P-16 policy framework to ensure that standards and student learning assessments meet state goals. The CCRPI helps states put elementary- secondary assessment and accountability systems in place that will ensure that all students graduate from high school college- and career- ready. These benchmarks outline skill levels necessary for student progression in elementary- secondary education and demonstrate the skill attainment necessary for entry into college or a career upon graduation from secondary education. These benchmarks and improved assessment and accountability ensure curriculum is not duplicated and students obtain the necessary skills before progressing.

¹ State Board of Education Master Plan, FY 2008-2012, <http://tn.gov/sbe/masterplan.htm>.

² 2005-2010 Master Plan for Tennessee Higher Education, http://www.state.tn.us/thec/Divisions/PPR/planning/master_plan.html

The extent of compatibility in high school graduation requirements and admission requirements of postsecondary institutions:

The requirements for high school graduation are compatible with the admission requirements at Tennessee public universities, which are being revised to address the additional unit in mathematics and the prescribed science sequence of the new Tennessee high school single diploma core. In 2007, Tennessee joined the American Diploma Project (ADP) network. The ADP's four key priorities are to:

- Align high school standards with the demands of college and work;
- Require students to complete a college- and career- ready curriculum so that earning a diploma ensures that a student is ready for postsecondary opportunities;
- Build college- and career- ready measures into statewide high school assessment systems; and
- Hold high schools and postsecondary institutions accountable for student preparation and success.

Implementing these priorities resulted in revised high school graduation requirements beginning with the graduating class of 2013 and revised university admission requirements beginning in the fall of 2013. The alignment of high school exit and college entry curricula in math and English validates student advancement; higher education first-year courses build on and do not replicate instruction in high school. Tennessee high school graduation requirements are listed in Appendix A. Current high school course requirements for regular undergraduate admission in Tennessee public universities through Fall 2012 are listed in Appendix B and new requirements will be updated in Fall 2013.

The extent to which respective master plans of the board and the higher education commission are being fulfilled:

The State Board of Education's vision is to prepare all Tennessee children for successful postsecondary work, education, and citizenship. The Board's Master Plan includes policy goals to ensure equal access to the education constitutionally guaranteed to all Tennessee children and necessary for the success of individual children, their communities, the State, and the nation. The goals embodied by the vision and the student outcomes used to measure progress toward those goals are built upon four foundational principles.

Foundational Principles

Focus on the following principles will make the Board's vision a reality for Tennessee children:

- Effective school leaders
- Effective teachers
- Rigorous, relevant curriculum
- Resources sufficient to achieve the vision

Goals

To achieve its vision, the Board has set the following goals:

- Successful transitions
- Rigorous, relevant high school
- Relevant middle grade experiences
- Dynamic elementary grade education
- High-quality Pre-K availability

Student Outcomes

To measure progress toward achieving these goals, the State Board relies on the following indicators:

- Remedial and developmental studies rate at Tennessee postsecondary institutions for recent high school graduates
- College-going rate
- Graduation rate
- ACT readiness subject-area benchmarks for college and workforce training:
ACT (11th or 12th grade)
ACT's PLAN (10th grade)
ACT's EXPLORE (8th grade)
- 8th Grade NAEP
- 4th Grade NAEP

The Commission's 2005-2010 *Master Plan for Tennessee Higher Education: Creating Partnerships for a Better Tennessee*² highlights four partnerships and corresponding planning goals. These planning goals and the progress made in each of these partnership areas are updated annually in the *Challenge 2010: Master Plan Progress Report*³. The four partnership areas include:

- **Partnerships for access** that focus on the human capital aspects of increasing educational attainment levels. If the state is to move forward in the Knowledge Economy, it must make greater strides to ensure that more Tennesseans participate in higher education.
- **Partnerships for student preparation** that create an invigorated P-16 system which works to ensure that all students are prepared for post-secondary education and eventual entry into the workforce.
- **Partnerships for affordability** through the construction of funding and finance policy which ensures that all students are able to participate in higher education. Given the funding shift from state support to student fees, greater attention and effort must be placed on the promotion and expansion of need-based aid programs. Furthermore, the state should establish system-level affordability through the broad utilization of community colleges and technology centers as enhanced access options for Tennesseans, especially non-traditional students, while concurrently working to strengthen and promote student transfer and articulation.
- **Partnerships for educational excellence** that enable the state to become more competitive in the national market for sponsored research dollars. Tennessee is blessed with outstanding academic and research facilities and investing in and utilizing these facilities is crucial to excellence in research. Through the creation of targeted funding to enhance mission specific research initiatives, institutions will be able to attract world-renowned faculty, encourage economic and community development, and enhance teaching and research activities.

Currently a task force is developing a new five-year plan. The Commission's Master Plan 2010-2015 will focus on increasing productivity in higher education. Prominent goals will include

³ Challenge 2010: Annual Master Plan Progress Report <http://tn.gov/thec/Legislative/Reports.html>

increasing the number of graduates, increasing the participation and completion rates among adult learners, and demonstrating cost reductions while maintaining quality assurances.

The extent to which state needs in public education are being met as determined by such board and commission:

In 2009, the State Board of Education and the Tennessee Higher Education Commission identified objectives for the state's education system that were critical to the future of all Tennesseans. These measures align with the CCRPI benchmarks as adopted by the Board and the Commission. The following pages contain data measuring the progress for each objective. Several indicators have baseline data for 2008-09; however, in many cases, imminent changes in assessments and calculations mean that baseline data will begin in 2009-10.

Preliminary achievement targets are outlined in Tennessee's Race to the Top Plan and Reform Proposal⁴. Pending results from the application process, future iterations of the Joint Report will incorporate the articulated timeline and goals from the reform plan.

⁴ Tennessee Race to the Top Plan and Reform Proposal, Appendix A-1-4,
http://tn.gov/education/doc/TN_RTTT_Appendix_A.pdf

Tennessee College- and Career- Ready Goals and Indicators

GOAL 1: Increase the high school graduation rate

1. The percentage of first-time 9th grade students who graduate on-time with a regular diploma (longitudinal cohort method).

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|----------|---------|---------|---------|---------|---------|---------|---------|
| Target | N/A | TBD* | TBD* | TBD* | TBD* | TBD* | 90% |
| Baseline | 83% | | | | | | |

*The 2009-2010 graduation rate will be based on a new methodology as part of the National Governor's Association Graduation Rate Compact. Tennessee is one of a consortium of 45 states adopting this new methodology. Once the rate is calculated a new trajectory will be determined.

Source: Tennessee Department of Education

GOAL 2: Improve rates of college and career readiness

4th and 8th grade students on track to college- and career-readiness

2. The percentage of 4th and 8th grade students (spring) who score at or above proficient on the TCAP reading/language arts and mathematics end-of-grade assessments and the corresponding gaps with Tennessee NAEP results.

Mathematics NAEP Percent Proficient- Grade 4

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|----------|---------|---------|---------|---------|---------|---------|---------|
| Target | N/A | TBD* | TBD* | TBD* | TBD* | TBD* | TBD* |
| Baseline | 28% | | | | | | |

Mathematics NAEP Percent Proficient- Grade 8

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|----------|---------|---------|---------|---------|---------|---------|---------|
| Target | N/A | TBD* | TBD* | TBD* | TBD* | TBD* | TBD* |
| Baseline | 25% | | | | | | |

Mathematics TCAP Percent Proficient- Grade 4

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|----------|---------|---------|---------|---------|---------|---------|---------|
| Target | N/A | TBD* | TBD* | TBD* | TBD* | TBD* | TBD* |
| Baseline | 90% | | | | | | |

Mathematics TCAP Percent Proficient- Grade 8

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|----------|---------|---------|---------|---------|---------|---------|---------|
| Target | N/A | TBD* | TBD* | TBD* | TBD* | TBD* | TBD* |
| Baseline | 90% | | | | | | |

Mathematics NAEP Gap- Grade 4

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|----------|---------|---------|---------|---------|---------|---------|---------|
| Target | N/A | TBD* | TBD* | TBD* | TBD* | TBD* | TBD* |
| Baseline | 62% | | | | | | |

Mathematics NAEP Gap- Grade 8

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|----------|---------|---------|---------|---------|---------|---------|---------|
| Target | N/A | TBD* | TBD* | TBD* | TBD* | TBD* | TBD* |
| Baseline | 65% | | | | | | |

Reading NAEP Percent Proficient- Grade 4

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|----------|---------|---------|---------|---------|---------|---------|---------|
| Target | N/A | TBD* | TBD* | TBD* | TBD* | TBD* | TBD* |
| Baseline | 27% | | | | | | |

Reading NAEP Percent Proficient- Grade 8

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|----------|---------|---------|---------|---------|---------|---------|---------|
| Target | N/A | TBD* | TBD* | TBD* | TBD* | TBD* | TBD* |
| Baseline | 26% | | | | | | |

Reading TCAP Percent Proficient- Grade 4

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|----------|---------|---------|---------|---------|---------|---------|---------|
| Target | N/A | TBD* | TBD* | TBD* | TBD* | TBD* | TBD* |
| Baseline | 90% | | | | | | |

Reading TCAP Percent Proficient- Grade 8

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|----------|---------|---------|---------|---------|---------|---------|---------|
| Target | N/A | TBD* | TBD* | TBD* | TBD* | TBD* | TBD* |
| Baseline | 93% | | | | | | |

Reading NAEP Gap- Grade 4

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|----------|---------|---------|---------|---------|---------|---------|---------|
| Target | N/A | TBD* | TBD* | TBD* | TBD* | TBD* | TBD* |
| Baseline | 63% | | | | | | |

Reading NAEP Gap- Grade 8

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|----------|---------|---------|---------|---------|---------|---------|---------|
| Target | N/A | TBD* | TBD* | TBD* | TBD* | TBD* | TBD* |
| Baseline | 67% | | | | | | |

*2009-2010 is the first year in which students take assessments aligned to more rigorous academic standards. Once the data from such assessments becomes available a new target and trajectory will be set.

Source: National Assessment of Educational Progress: The Nation's Report Card

3. The percentage of 8th grade students (fall) who meet all college-readiness benchmarks of the ACT EXPLORE assessment in English, reading, mathematics, and science.

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|----------|---------|---------|---------|---------|---------|---------|---------|
| Target | N/A | TBD* | TBD* | TBD* | TBD* | TBD* | TBD* |
| Baseline | ~7% | | | | | | |

* Targets for this indicator have yet to be determined. The approximate percentage for 2008-2009 is provided based on the percentage of students statewide meeting the college readiness benchmark in science.

Source: ACT

High school graduates who are college- and career ready*

* Targets for the following indicators have yet to be determined.

4. The percentage of high school graduates who score at or above proficient on both the English III and Algebra II end-of-course assessments.

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|----------|---------|---------|---------|---------|---------|---------|---------|
| Target | N/A | TBD* | TBD* | TBD* | TBD* | TBD* | TBD* |
| Baseline | N/A | | | | | | |

Source: Tennessee Department of Education

5. The percentage of high school graduates who meet all ACT college-readiness benchmarks in English, reading, mathematics, and science.

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|----------|---------|---------|---------|---------|---------|---------|---------|
| Target | N/A | TBD* | TBD* | TBD* | TBD* | TBD* | 70% |
| Baseline | 18% | | | | | | |

Source: ACT

6. The percentage of first-time college and university freshmen enrolled in only credit-bearing courses (no remedial or developmental courses).

Community Colleges

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|----------|---------|---------|---------|---------|---------|---------|---------|
| Target | N/A | TBD* | TBD* | TBD* | TBD* | TBD* | 90% |
| Baseline | 35% | | | | | | |

Universities

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|----------|---------|---------|---------|---------|---------|---------|---------|
| Target | N/A | TBD* | TBD* | TBD* | TBD* | TBD* | 100% |
| Baseline | 84% | | | | | | |

Source: THEC Student Information System

High school graduates accelerated to college and careers

* Targets for the following indicators have yet to be determined.

7. The percentage of high school graduates who have attained or are eligible for postsecondary credit through dual enrollment, dual credit, Advanced Placement exams and International

Baccalaureate exams, or have attained industry certification.

GOAL 3: Increase rates of postsecondary enrollment and completion

8. The percentage of recent public high school graduates enrolled in postsecondary education.

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|----------|---------|---------|---------|---------|---------|---------|---------|
| Target | N/A | TBD* | TBD* | TBD* | TBD* | TBD* | TBD* |
| Baseline | 22% | | | | | | |

Source: THEC Student Information System and TNDOE

9. The percentage of first time postsecondary students completing degrees within 150% of normal degree program time.

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|----------|---------|---------|---------|---------|---------|---------|---------|
| Target | N/A | TBD* | TBD* | TBD* | TBD* | TBD* | TBD* |
| Baseline | 43% | | | | | | |

Source: THEC Student Information System

Appendices to the Joint Report

Appendix A

Tennessee High School Graduation Requirements

Appendix B

Minimum High School Course Requirements for Regular Undergraduate
Admission to Tennessee Public Higher Education Institutions

Appendix A: Tennessee High School Graduation Requirement

| Current Basic High School Requirements | Requirements for Students Beginning High School in Fall 2009 |
|--|--|
| TOTAL CREDITS REQUIRED: 20 | TOTAL CREDITS REQUIRED: 22 |
| MATH: 3 Credits Including either Geometry or Algebra II | MATH: 4 Credits Including Algebra I, II, Geometry and a fourth higher level math course |
| SCIENCE: 3 Credits Including one physical science course and Biology | SCIENCE: 3 Credits Including Biology, Chemistry or Physics, and a third lab course |
| ENGLISH: 4 Credits | ENGLISH: 4 Credits |
| SOCIAL STUDIES: 3 Credits | SOCIAL STUDIES: 3 Credits |
| WELLNESS: 1 Credit | PHYSICAL EDUCATION AND WELLNESS: 1.5 Credits |
| | PERSONAL FINANCE: .5 Credits |
| ELECTIVE: 6 Credits | FOREIGN LANGUAGE: 2 Credits FINE ARTS: 1 Credit May be waived for students not going to a University to expand and enhance the elective focus |
| | ELECTIVE FOCUS: 3 Credits Math and Science, Career and Technical Education, Fine Arts, Humanities, Advanced Placement (AP) or International Baccalaureate (IB) |
| | CAPSTONE EXPERIENCE: Requirements to be determined by local Board of Education |

Appendix B: Minimum High School Course Requirements for Regular Undergraduate Admission to Tennessee Public Higher Education Institutions

Subject Area and Units
High School Courses Fulfilling Requirements
Fall 2010 through Fall 2012
Note: Admission requirements will be revised for Fall 2013

English

4 units required

English I, II, III, and IV

Applied Communication substitutes for English III or IV

Algebra I and II

2 units required

Algebra I and II

Technical Algebra (Formerly known as Math for Technology II)

Advanced Mathematics

1 unit of geometry or an advanced course with geometry as significant component required

Technical Geometry

Pre-Calculus

Calculus

Probability and Statistics

Math IV

Trigonometry

U.S. History

1 unit required

U.S. History

Social studies

1 unit required

World History

Ancient History

Modern History

World Geography

European History

Natural/ Physical Sciences

2 units required one must be a laboratory course in biology, chemistry, or physics

Biology I and II

Physical Science

Chemistry I and II

Physics Principle of Technology I

Ecology and Conservation of Natural Resources

Principles of Technology II

Nutrition Science

Physiology

Biology for Technology

Science 1-A (Ag Science)

Geology

Foreign Language

2 units in same language required

Latin

Spanish

German

Russian

Japanese

Visual/ Performing Arts

1 unit required

Theatre Arts

Visual Arts

Music Theory

Music History

Vocal Music

Instrumental Music

Art History

General Music